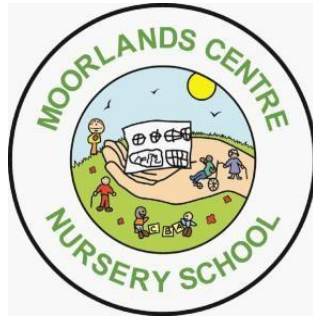




Moorlands Nursery School

SPECIAL EDUCATIONAL NEEDS POLICY

Incorporating Special Educational Needs Information Report

in compliance with
Statutory Instrument: Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2015)

Owned By	SENco – Ruchika Aggarwal
Date Reviewed	March 2025
Next Review	March 2026
Signature : Chair of Governors	

SPECIAL EDUCATIONAL NEEDS POLICY

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- Ofsted Section 5 Inspection Framework May 2019
Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Children and Families Act 2014

Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the children within the nursery and provide opportunities appropriate to children’s interests and abilities. This ensures that all children have a full access to the Early Years curriculum.

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between “underachievement” and Special Education Needs. Some pupils may be underachieving but will not necessarily have a Special Education Need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to support child development.

Other pupils will genuinely have Special Education Needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with Special Education Needs have the maximum opportunity to make progress in line with their peers.

Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. SEN funding supports the nursery in delivering additional provisions for children with Special Education Needs.

Aims and Objectives of this Policy

The aims of our Inclusion and Special Educational Needs Policy and practice in this nursery are:

To provide Early Years curriculum access for all.

To secure high levels of child development for all.

To meet individual needs through a wide range of provision.

To attain high levels of satisfaction and participation from pupils, parent and carers.

To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good early learning outcomes.

To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Special Educational Needs Policy to the Special Educational Needs Co-ordinator (SENCO).

The SENCO is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEN on the ongoing effectiveness of this Special Educational Needs Policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO role).

The Designated Teacher for Children that are Looked After has strategic responsibility for the inclusion of children who are adopted or in local authority care.

We aim to prevent disabled pupils from being treated less favourably than other pupils through promoting tolerance and celebrating differences in our nursery.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEN Co-ordinator

Ruchika Aggarwal

Moorlands Nursery School

Moorlands Local Centre

Dodkin

Beanhill

Milton Keynes

MK6 4LP

01908 113008

The name and contact details of the Designated Teacher for Children in Care / Ethnic Minority Achievement Co-ordinator:

Will Brooks

Moorlands Nursery School

Moorlands Local Centre

Dodkin

Beanhill

Milton Keynes

MK6 4LP

01908 113008



Moorlands Nursery School

'Moorlands is at the heart of the community with the community at heart'

SEND Information Report 2024-25

At Moorlands Nursery School we strive to build strong relationships with all our children and families. We believe that these relationships form the foundations of communication, well-being and life-long learning. Some children may need additional or specialist support in order to achieve their full potential and the procedures for this are outlined in our SEND Information Report.

1. How does Moorlands Nursery School know if children need extra help?

The SEN Code of Practice 2015 states that:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (para xiii)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' (para xiv)

As we are a Nursery School, we also have regard to the fact that:

'A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)' (para xvi).

SEND code of Practice 2015 (Pages 15/16)

At Moorlands Nursery School children are identified as having Special Educational Needs (SEN) through a variety of ways including:

- Concerns raised by parents/carers
- Information gathered from 2-year check
- Information gathered from Enrolment Visit
- Liaison with child's previous setting if applicable
- Concerns raised by child's teacher/Key Person/SENCO
- Concerns raised due to social or emotional difficulties which impact on development
- Liaison with external professionals (e.g. Health Visitors, Speech Therapists, etc.)
- A medical diagnosis
- A child is not making the progress that we would anticipate at their age and stage of their development.

2. What should parents/carers do if they think that their child has special educational needs?

For children already attending the Nursery School, the child's Key Person or teacher would be the first person to share your concerns with. The staff member will then discuss your concerns with the SENCO. The SENCO will meet with you to discuss your concerns further.

If you are considering sending your child to Moorlands Nursery School, please contact the office to arrange a time to visit the nursery. During your visit, you will be able to discuss your child's needs and individual requirements with a member of staff. Call: 01908 113008 Email:

office@moorlandsnurseryschool.co.uk

3. How will Moorlands Nursery School support my child?

A Base Line Assessment is carried out within 2 weeks of starting Moorlands Nursery School; this shows each child's starting point.

Staff will monitor and assess your child's needs throughout their daily interactions and will ensure that parents/carers are informed regularly of any achievements or concerns that are noted.

Children being assessed as significantly below their Chronological age are assessed using the SEND developmental Profile. Children are subsequently assessed each term on the SEN Tracker, which shows the progress that they are making. The children's assessments are carefully monitored to ensure that each child is meeting his or her potential.

Learning opportunities are planned by the staff team and are differentiated to meet the differing interests and needs of the cohort/individuals. Staff support children to continually move towards and achieve the next steps in their progress and learning. If necessary, children will receive more individualised support from an adult to enable them to make this progress. When necessary we will, together with parents/carers, devise a Targeted Plan that will be used to ensure that the correct level of support is implemented. This would mean additional work with a child on a small group or 1:1 basis to carry out specific interventions to support a child to meet their individual targets.

Information is shared with parents regularly, both informally on a daily basis and formally through Parent Consultations which are held every term between the child's keyworker, parents and the SENCO if beneficial. At these meetings developmental progress is reviewed with parents, with previous targets discussed and new targets set – however, these can be reviewed sooner if targets are met.

Occasionally a pupil may need to be supported by a professional with expertise. (Speech Therapy, Educational Psychologist, Paediatrician etc.) A referral will be made with your consent. After assessment has taken place a range of strategies are usually provided to the school and parent/carers.

The SENCO is available on most days to talk through concerns via email or telephone, or appointments can be made when a longer face to face session is needed.

The Governing Board have entrusted the Headteacher to monitor Safeguarding and child protection procedures. The Headteacher is also responsible for the monitoring and administration of the Disclosure and Barring service procedures and the school's Single Central Record (Staffing and Recruitment). The Governing Board ensure that the school is as inclusive as possible and that all children and staff are treated in an equitable manner. The Governing Board monitor statutory

policies as defined by the DfE. Copies of these policies are available to view on the school website: www.moorlandsnurseryschool.co.uk

4. How will the curriculum be matched to my child's needs?

All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Our curriculum has been developed to ensure that our children learn all of the skills and knowledge that we feel are important as a foundation to their positive well-being, mental health, behaviour and to build connections for future learning. Our teaching and learning takes into consideration the Early Years Foundation Stage framework which sets the standards for our children's learning, development and care.

Staff are qualified Early Years practitioners skilled in observing children, noting individual interests and the progress they are making in their learning, as well as supporting the development of children's interests, skills and personal growth.

Staff will identify through assessment and observations, areas in which children may need additional support. Staff will ensure that appropriate support is provided, for example through small group work or individual interventions. Monitoring progress in these areas will support the setting of next steps, which are created in consultation with the parents.

If appropriate, resources and/or specialist equipment will be provided to support the children. This can be secured through Inclusion funding allocated to the child as agreed by the SEN support team.

5. How will I know how well my child is doing and how will you help me to support my child?

We pride ourselves on the relationship that staff develop with parents and carers. We understand that this is vital to work together in partnership to support all children. Although we have regular formal meetings with parents to discuss progress we always ensure that any concerns that arise will be addressed promptly through informal meetings. Staff are always available at the start and end of the session to discuss ongoing concerns or to hear about and celebrate achievements.

We will hold more formal meetings to review the Targeted Plan and monitor progress. These will be held after a monitoring cycle (4 to 6 weeks for example) or to feedback from observations or meetings with outside agencies e.g. Speech and Language Therapist. Working with others enables staff to ensure that the provision is appropriate and meets the child's needs to enable them to make progress.

If external agencies/professionals are involved then meetings will be arranged for parents/carers to discuss information in more depth. Very often strategies are suggested that can be used both in Nursery and at home to support the child.

6. What support will there be for my child's overall well-being?

All children are assigned a Key Person in nursery. We believe that the relationships that young children develop with the adults who care for them are critical in supporting their emotional wellbeing. Parents are encouraged to share with the Key Person information about their child's interests, likes and dislikes at Enrolment visits and throughout the year by means of our 'open door' policy.

We strongly believe in promoting a child's self-regulation to support behaviour and wellbeing. We introduce a variety of techniques to support self-regulation so that children can 'find' the one that

suits their needs best. Adults support individual children to do this and then encourage them to practise the technique when necessary e.g. breathing techniques or using massage rollers.

Pupils with medical needs

If a pupil has a medical need then a detailed Care Plan is produced with support from a Health Visitor and relevant professionals in consultation with parents/carers. Plans are shared and discussed with all the staff who are involved with the pupil.

If it is necessary to administer medication during a nursery session, parents will be required to sign a medicine consent form to ensure the safety of both children and adults. All medication will be kept in a secure, locked cupboard (refer to Children with Medical Conditions policy).

All relevant staff have Paediatric first aid training. Staff receive epi-pen/ insulin injection training as and when needed.

7. What specialist services and expertise are available at or accessed by the school?

The school has access to advice from the Inclusion and Intervention Team who are able to offer support and guidance to the staff and will visit and assess children in Nursery if required. Additionally, a range of professional services are available to the school including Speech and Language Therapy and support from Medical Professionals.

8. What training are the staff supporting children and young people with SEND had or are having?

Different staff members receive relevant training related to SEND. These have included:

- Supporting children with social and emotional needs
- Managing challenging behaviour
- Talking Partners training
- Diabetes training
- Epi-Pen training
- Training specific to Autism and Down Syndrome.

9. How will my child be included in activities outside the Nursery including school trips?

Any activities or school trips provided are available to all children. Risk assessments are carried out and procedures put in place to enable inclusive participation. Risk assessments will be shared with the involvement of parents and other professionals if necessary.

10. How accessible is the school environment?

At the school we are happy to discuss individual needs and specific access requirements. Facilities include:

- Wheelchair accessible building.
- Sloping ramp from pavement to Nursery door.
- Toilet facilities for disabled users.
- Allocated parking for badge holders.

11. How will the school prepare my child who needs extra support to join Moorlands Nursery School or transfer to a new school?

- Your child will be invited to visit Moorlands Nursery School to see the environment and meet the staff before commencing. We can arrange additional visits for children who may need more support.
- We offer enrolment visits to all children where there will be an opportunity to discuss with the staff any support that your child may require.
- Meetings take place with the Headteacher and/or SENCO to discuss your child's needs prior to them starting Nursery.
- Information sharing can be arranged with professionals who have been involved prior to your child attending (Speech and Language etc.)
- To support transition to another school, we meet with parents/carers and if necessary other professionals to discuss how best to meet the child's needs to transition successfully. We work closely with their new school to share information and ensure a positive transition experience. We understand that this can be a difficult time for children and their parents/carers and we try to offer as much support as possible.

12. How are the schools' resources allocated in order to meet the needs of individual children with special educational needs?

Many young children, regardless of whether they have SEND, will need support during their time in Nursery School. This is the nature of young children before they have developed many of the skills they will need in the future. In order to achieve this, we recruit highly experienced staff and ensure adult-children supervision ratios are always adhered to. Where we identify that extra support is needed, we apply to the council for additional funding to support specific needs. If a child comes to us with an EHC plan (Education Health Care plan) in place, funding is included as part of the plan.

13. How do we evaluate high quality teaching with differentiation & personalisation and interventions?

We evaluate the high-quality teaching including differentiation, personalisation and interventions through the monitoring of the impact and pupil progress. As a school we also carry out lesson observations and learning walks. We also carry out parent surveys which cover the quality of teaching and learning and use the feedback from these to inform our future planning.

14. How do we capture pupil's voice?

The school prioritizes giving a voice to non/pre-verbal children or those with significant expressive or receptive language needs, recognizing this as a top safeguarding priority. The following strategies are used to capture the child's voice:

• Play-Based Strategy

Play is central for young children in developing a wide range of learning and skills. Staff spend quality time playing with each child to understand their interests and dislikes. Staff are trained to be active listeners, repeating back and clarifying their interpretation of the child's communication.

• Observations

Observations are regularly done to understand each child's unique development, interests, and learning style. 'Quality over quantity' is encouraged as they are useful. High Quality observations gives knowledge of children's learning, development and interests, but also their stage of development. The insights gained from these observations is used to plan 'next steps' to support and extend individual child's learning.

• Behaviour

The school's philosophy is that 'behaviour is a form of communication.' A child's behaviour reflects their needs and emotions. Teachers and key workers build strong relationships to understand each child's behaviour. When a child's behaviour changes, an 'ABC chart' is used to document specific behaviours, helping to interpret what the behaviour is communicating.

- **Non-Verbal Strategies**

These include PECS, choice boards, object communication boards, now and next boards, and visual timetables etc. Choices are often one of the first elements of child voice addressed once the child can discriminate between objects or options (e.g., “Which toy or activity do you want?”). Makaton signing is used during play, with common signs like “stop,” “no,” “yes,” and “good choice.” Symbols and pictures, often created with Widgit software, are included in all resources accessed by the child, essential for now and next or choice boards.

- **Personalised Motivator Baskets**

A box of stimulating items linked to children’s interests is available in all sessions.

- **Respecting Interaction Styles**

While we give importance to children’s voice, we also respect their interaction style. No forced eye contact or demands for a child to “use their words” when stressed.

- **Regular Staff Meetings**

Staff regularly discuss any changes in communication patterns, behaviour, or interaction that could indicate an underlying safeguarding issue.

All the above facilitates in understanding the child’s likes, dislikes, needs, interest etc and forms the basis for individual plans or EHC.

15. How is the decision made about how much support my child will receive?

Decisions are made considering the best interests of the child and in consultation with the Headteacher, SENCO, Key Person/Teacher and parents/carers. They are based upon regular observations and assessments that feed into the next steps on the Targeted plan.

If during the time in Nursery, a child does not make the progress expected despite interventions and additional professional advice, then we can apply to the Local Authority for an assessment. This will always be done in consultation with parents/carers. If this assessment is approved then an EHC (Education Health Care plan) will be developed for the child.

If it has not been possible to reach an agreement with the Local Authority over the assessment process of the provision of or content of an EHC plan, parents have the right to appeal to SEND. SEND is an independent first-tier tribunal who hear and decide parents or young people's appeals against the decisions of the Local Authority in relation to special educational needs. For further information: <https://www.milton-keynes.gov.uk/schoolsand-lifelong-learning/SEND/send-directory-information/sen-mediation>.

If parents do not agree with decisions relating to the provision made at the nursery for their child with special educational needs, it should be discussed in the first instance with the SENCO and/or Headteacher. If concerns are unresolved, parents have the right to follow the complaints procedure as outlined in the Complaints Policy (<https://www.moorlandsnurserieschool.co.uk/keyinfo>).

14. Who can the parents/carers contact for further information?

If you wish to discuss your child’s educational needs please contact the nursery to arrange a meeting with the Headteacher: office@moorlandsnurserieschool.co.uk

For information about the council’s SEND local offer go to www.milton-keynes.gov.uk and follow the link to ‘schools and lifelong learning’ and click on Milton Keynes SEND local offer.

SEND Code of Practice 2015 available on www.gov.uk

EYFS documentation: www.gov.uk following the link to publications-
EYFS Statutory Framework September 2021

Development Matters revised July 2021

MK Special Educational Needs and Disability Information and Advice Service (MK SEND IAS) offers impartial information, advice, guidance and support to the parents/carers of a child (aged 0-19) with an identified special educational need, or where there is a concern that there may be a special educational need.

mksendias@milton-keynes.gov.uk

MK SEND IAS - Tel: 01908 254518 9.30am – 4.30am

Civic Offices

1 Saxon Gate East

Central Milton Keynes

MK9 3EJ